

# LESSON 4

## Planning a Healthy, Scrumptious Meal

### Student Learning Objectives:

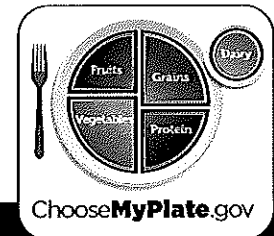
1. Plan a meal using specific criteria, such as fat, carbohydrate, fiber, calcium, and calorie content.

### National Health Standards:

- Self Management

### Lesson Synopsis

Discuss recommendations for a healthy diet from the 2010 Dietary Guidelines.  
Evaluate a meal and make modifications to better reflect the Dietary Guidelines.  
Share changes students are willing to make in their food intake or physical activity.



Activity	Time in Minutes	Materials Needed
Introduction	2	Teacher Manual Resources <ul style="list-style-type: none"> <li>• Student Worksheet: "Interpreting Food Labels" (from Lesson 2)</li> <li>• Student Handout: "2010 Dietary Guidelines" (from Lesson 3)</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Papers listing students' favorite dinner meals (from Lesson 3)</li> </ul>
Teacher Input	15	Health Education Materials <ul style="list-style-type: none"> <li>• Poster: "Using Food Labels to Guide Decisions," Michigan Model for Health Clearinghouse</li> <li>• Food Label Signs: "Note the Amount," "Percent of Daily Value," "Number of Servings," "Check calories for each serving," "Limit the items listed in orange," "Get enough of the nutrients in the yellow area," "5% or less is LOW," and "20% or more is HIGH," Michigan Model for Health Clearinghouse</li> <li>• Poster Set: "MyPlate: Healthy Food Choices," Michigan Model for Health Clearinghouse</li> <li>• Activity Cards: "Food Labels," Michigan Model for Health Clearinghouse, eight sets</li> </ul> Teacher Manual Resources <ul style="list-style-type: none"> <li>• Slide Master: "Recommendations From the 2010 Dietary Guidelines"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Slide</li> <li>• Projector</li> </ul>
Application or Skill Practice	25	Health Education Materials <ul style="list-style-type: none"> <li>• Activity Cards: "Food Labels," Michigan Model for Health Clearinghouse, eight sets</li> </ul> Teacher Manual Resources <ul style="list-style-type: none"> <li>• Student Worksheet: "How Does My Meal Measure Up?"</li> <li>• Teacher Reference—Assessment: "Assessment Rubric for Skill Development: Meal Planning"</li> </ul> Supplied by the Teacher <ul style="list-style-type: none"> <li>• Food labels and packages including many snack foods</li> <li>• Pencils or pens</li> <li>• Plain paper</li> <li>• Paper dinner plates, one per student</li> <li>• Colored markers or crayons</li> </ul>
Closure	3	<ul style="list-style-type: none"> <li>• None</li> </ul>
TOTAL	45	

## Preparation

Prior to the Lesson:

- **Decide if you want to assess** student skill development. A rubric, "Assessment Rubric for Skill Development: Meal Planning," is provided for you to use at the end of this lesson.

For Introduction:

- **Use the student worksheet**, "Interpreting Food Labels," from Lesson 2, the **student handout**, "2010 Dietary Guidelines," from Lesson 3, and their papers listing their favorite dinner meal from Lesson 3.

For Teacher Input:

- **Continue to display the posters**, "MyPlate" and "Using Food Labels to Guide Decisions," and the food label signs you posted in Lesson 2 of this unit.
- **Prepare the slide**, "Recommendations From the 2010 Dietary Guidelines."
- **Have available** the rectangular physical activity sign from the poster set, "MyPlate: Healthy Food Choices."
- **Select two food labels to use to compare a nutrient-dense food and a non-nutrient-dense food**, such as a sweet roll and bagel or soda pop and milk.

For Application or Skill Practice:

- **Duplicate** the student worksheet, "How Does My Meal Measure Up?" for each student.
- **Display** the food labels provided by the Educational Materials Center and those students brought to school so that they can be used as references.




**Time-Saver Tip:** Students are asked to draw their favorite meal twice during the Application or Skill Practice section of this lesson. If drawing the meal twice will be too time consuming, have students list the contents of the meal and estimate the amount they would eat prior to exchanging papers for evaluation. Then, have them draw the final version on their meal on a paper plate.

## LESSON PROCEDURE





**Introduction:** Redistribute student materials and introduce the concept of applying what they have learned.

Approximately 2 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Redistribute or have students locate their student worksheet, "Interpreting Food Labels," student handout, "2010 Dietary Guidelines," and papers listing their favorite meals. 	<i>We have learned many things about how to choose healthy foods. Your worksheet and handout will help you with today's lesson.</i>	
Introduce the focus for this lesson.	<i>We will examine more thoroughly the recommendations of the Dietary Guidelines. Then, you will have an opportunity to use everything you have learned in our nutrition lessons to evaluate your favorite meal.</i>	

**Teacher Input:** Review and discuss recommendations from the 2010 Dietary Guidelines.



Approximately 15 minutes








Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Review the recommendations on the student handout, "2010 Dietary Guidelines."  Display the slide, "Recommendations From the 2010 Dietary Guidelines."  Review the recommended amount of food to eat from each food group.	<i>This handout reviews what we have learned and gives us a little more information about planning nutritious meals and snacks.</i>  <i>Read through the section titled "Helpful Advice."</i>  When students have finished, display the slide and review the new information by selecting from the following questions.  <i>What is the recommended amount a 10-year-old boy should eat each day from the following food groups? What about an 11-year-old girl?</i> <ul style="list-style-type: none"> <li>• Protein Foods</li> <li>• Vegetables</li> <li>• Fruits</li> <li>• Grains</li> <li>• Dairy</li> </ul>	 Encourage your school to adopt, and comply with, a healthy nutrition policy.  This lesson lists general recommendations for the amount of food to be eaten from each food group. The U.S. Department of Agriculture website provides specific recommendations based on age, gender, and how physically active a person is. <div style="border: 1px solid black; padding: 5px; text-align: center;"> <a href="http://www.ChooseMyPlate.gov">www.ChooseMyPlate.gov</a> </div>

<p>Review the importance of eating nutritionally-rich foods.</p> <p>Identify serving sizes as important guides.</p> <p>Discuss why physical activity is included in the Dietary Guidelines.</p> <p>Post the rectangular physical activity sign from the poster set, "MyPlate: Healthy Food Choices."</p>	<p>Answers:</p> <ul style="list-style-type: none"> <li>• Protein Foods: 5 ounces (10-year-old boy and 11-year-old girl)</li> <li>• Vegetables: 2 1/2 cups (10-year-old boy and 11-year-old girl)</li> <li>• Fruits: 1 1/2 cups (10-year-old boy and 11-year-old girl)</li> <li>• Grains: 6 ounces (10-year-old boy and 11-year-old girl)</li> <li>• Dairy: 3 cups (all children and teens)</li> </ul> <p><b>What do you think "Make Your Calories Count" means?</b></p> <p>Answer: Choose foods with high nutrient value and avoid foods with high calories and minimal nutrients.</p> <p>Using food labels, contrast two foods, such as soda pop and milk or a sweet roll and bagel, to illustrate the concept of getting the most nutrients for the calories contained in a food.</p> <p><b>Why do you think serving sizes are important?</b></p> <p>Answers: Many people think serving sizes are larger than recommended and believe they are eating the correct amounts of food.</p> <p><b>Why do you think the Dietary Guidelines include information on physical activity?</b></p> <p>Answers: Physical activity and nutritious foods work together to keep the body healthy and the proper weight. A person's level of activity affects how much food he or she should consume.</p> <p><b>How much physical activity should young people your age get every day?</b></p> <p>Answer: 60 minutes</p>	
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**Application or Skill Practice:** Apply nutrition knowledge to evaluate a meal and develop a plan to improve it.



Approximately 25 minutes

Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
<p>Draw the foods contained in a favorite meal on a piece of paper and list the chosen beverage.</p>	<p>Distribute a piece of paper and markers or crayons to each student.</p> <p><i>Look at the list of foods in your favorite meal. Think about what we have learned. If you wish, modify your meal to more closely follow the guidelines we have discussed.</i></p>	<p> Use the rubric provided at the end of the lesson if you want to assess students' skill development.</p> <p></p>

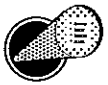
<p>Exchange papers.</p> <p>Distribute the student worksheet, "How Does My Meal Measure Up?"</p>  <p>Evaluate a classmate's meal.</p> <p>Return the papers to their classmates.</p>	<p><i>Draw your revised favorite meal on the paper within a circle as if your meal was on a plate in front of you. List your beverage. If your artistic work lacks clarity, you can label the food you have drawn. Put your name on the paper.</i></p> <p><i>Now hand your paper to someone sitting near you.</i></p> <p>Be sure everyone has exchanged papers.</p> <p><i>Your job is to help one another by evaluating your classmate's favorite meal using this worksheet. Put your name at the top as the "Evaluator." Put your classmate's name on the line above yours.</i></p> <p><i>This worksheet will guide you in this evaluation. Make notes or comments on the worksheet to help your classmate. Use the recommendations we have discussed today and other worksheets from previous lessons.</i></p> <p><i>The worksheet and paper drawing will be returned to the classmate when you have finished your evaluation.</i></p> <p><i>Remember: This meal is only one of the three meals and snacks this person would eat in a day. Consequently, this meal does not have to represent more than 1/3 of the recommended amounts of any one food group.</i></p> <p><i>If you need ideas or more information, use the food labels that are displayed.</i></p> <p>When students are finished, have them return the paper meals and their worksheets to their classmates.</p>	 <p>If drawing the meal on paper will be too time consuming, have students list the contents of the meal and estimate the amount they would eat.</p>  <p>Visit the lunchroom when your students are eating to see what foods are being consumed. Reinforce the guidelines for healthy eating.</p>  <p>Evaluate the lunch menus using the student worksheet, "How Does My Meal Measure Up?" As a language arts assignment, have students write menu reviews. You might also ask students to modify or rewrite the menus based on their evaluation.</p>  <p>To encourage eating nutritious school lunches, have students name dishes with creative, positive names.</p>  <p>Have students calculate one-third of the recommended daily amounts of each food group.</p>
<p>Modify meals to better meet dietary recommendations.</p> <p>Distribute a paper plate to students and draw the modified meal.</p> <p>Compare the two meals.</p>	<p><i>Carefully consider the evaluator's ideas written on the worksheet. See if you agree with the evaluation. Modify your meal, if necessary, so it is more in line with the Dietary Guidelines' recommendations. Write your modifications on your paper.</i></p> <p><i>Use the food labels to find different food options if you wish.</i></p> <p><i>Once you know how you would modify your meal, draw your new meal on the paper plate. Note your beverage at the side of your plate or on the back.</i></p> <p><i>Look at your two meals and answer the last questions on the worksheet.</i></p>	 <p>Ask students to work with your food service staff to prepare a sample plate to illustrate how to fill a plate with the five food groups in the correct proportions. Suggest this plate is on display for every meal served in the cafeteria.</p>

**Closure:** Share changes students are willing to make and encourage discussions on nutrition at home.

Approximately 3 minutes

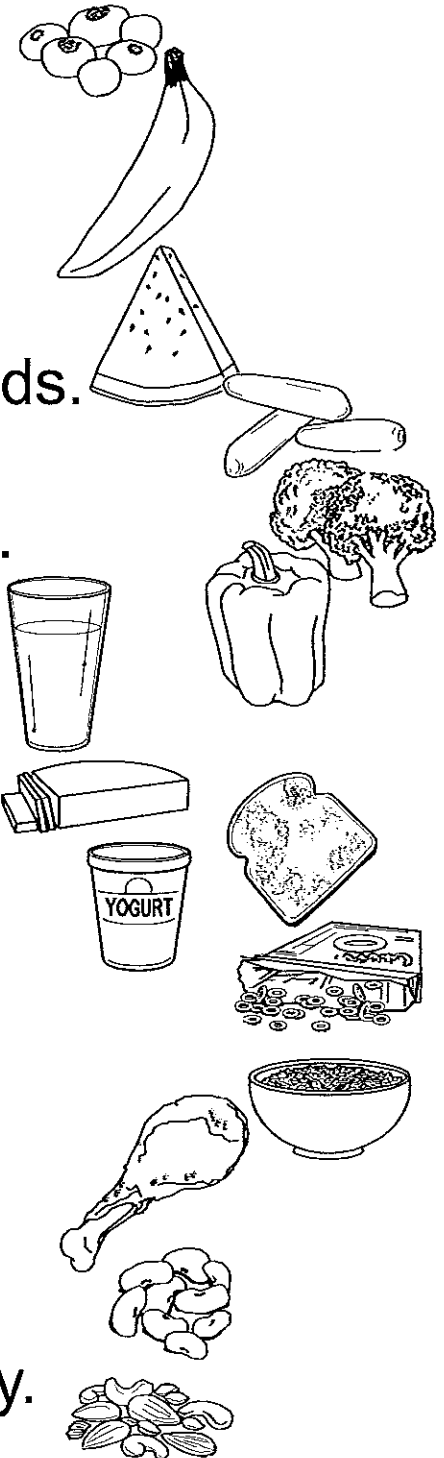
Instructional Steps	Script & Detailed Directions	Extensions & Suggestions
Share changes students are willing to make to be healthier.	<p><i>What is one change you are willing to make in the foods you eat or the physical activity you do so you can be as healthy as possible?</i></p> <p>Gather ideas from students.</p> <p><i>Even though we have focused on nutrition, physical activity is important so your calorie intake and your energy output stay in balance. The more active you are, the more calories per day you will use. Burning extra calories will allow you to have some of the special foods that may be higher in sugar or fat.</i></p>	 <p>Collect the worksheets rather than sending them home after this lesson. After a week or two, have students review the changes they were willing to make and evaluate their progress.</p>  <p>As a culminating activity, have students create a lunch menu and label the appropriate serving sizes. Then, work with the families of your students to create a potluck lunch.</p>
Encourage students to share their knowledge and skills with family members.	<p><i>Please share your handout and worksheets with a parent or other family member tonight. Tell him or her the things you have learned and the changes you want to make.</i></p>	
Summarize the nutrition unit.	<p><i>You now have all the knowledge and skills you need to evaluate any meal anywhere to determine whether or not you have practiced good nutrition.</i></p>	





# RECOMMENDATIONS FROM THE 2010 DIETARY GUIDELINES

1. Focus on fruits.
2. Vary your veggies.
3. Get enough calcium-rich foods.
4. Make half your grains whole.
5. Go lean with protein.
6. Make your calories count.
7. Know what to reduce and what to increase.
8. Check amounts.
9. Get plenty of physical activity.







# HOW DOES MY MEAL MEASURE UP?

**Evaluator:** Answer the following questions about your classmate's favorite meal.

Recommendation	Yes	No	Not Sure
<b>Focus on fruits.</b> <ul style="list-style-type: none"> <li>Does this meal have at least one fruit?</li> <li>Other comments:</li> </ul>			
<b>Vary your veggies.</b> <ul style="list-style-type: none"> <li>Does this meal have at least two vegetables?</li> <li>Are the vegetables different colors?</li> <li>Other comments:</li> </ul>			
<b>Get enough calcium-rich foods.</b> <ul style="list-style-type: none"> <li>Does this meal have at least one food or beverage from the dairy group?</li> <li>Is it a low-fat or fat-free choice?</li> <li>Other comments:</li> </ul>			
<b>Make half of your grains whole grain products.</b> <ul style="list-style-type: none"> <li>Does this meal contain foods from the grain group?</li> <li>Were any of them whole grain products?</li> <li>Other comments:</li> </ul>			





1

Go lean with protein.

- Does this meal have a source of protein?
- Do you think it meets the criteria of being lean?
- Other comments:

2

3

Make your calories count.

- Are there nutritionally-rich foods in the meal?
- Are there high-calorie foods that have few nutrients?
- Other comments:

4

5

Know what to reduce.

- Do you think the meal includes foods that are low in fats, sodium, and added sugars?
- Other comments:

6

7

Check amounts.

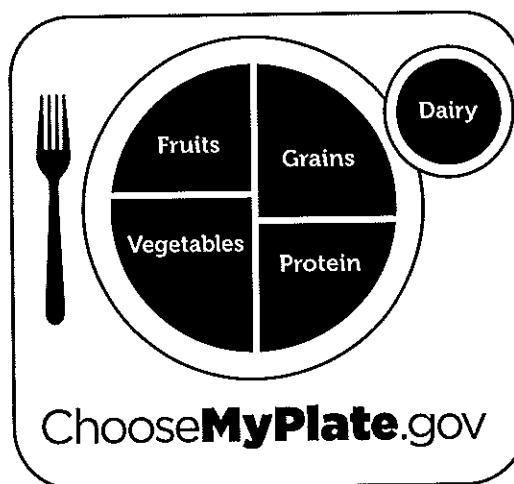
- Do you think the amounts are reasonable for one meal?
- Other comments:

8

**EVALUATORS: Stop here!**

9

10







## Assessment Rubric for Skill Development: Meal Planning

The following rubric can be used for assessing student skill development. The student has demonstrated the following elements of this skill through role play, written assignments, or classroom activities.

### Elements in the Lesson

In the modifications made to the favorite meal:

- Foods from all the food groups were included.
- Recommendations from the guidelines were used.
- Calories were considered and modified if needed.
- Foods high in fat and sugar were limited.
- Recommended amounts to be eaten were utilized.

1	2	3	4	Comments
At least one modification was made, but the modification may not have related to the favorite meal or the feedback regarding the meal plan.	More than one modification was made, but the modification may not have related to the favorite meal or the feedback regarding the meal plan.	More than one modification was made, and the modifications relate to the favorite meal or the feedback regarding the meal plan.	Numerous modifications were made and all of the modifications were complete and relate to the favorite meal or the feedback regarding the food plan.	

